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ABSTRACT

In this 10th grade social studies and language arts interdisciplinary unit, students research and report on historical figures from the turn of the 20th century. Students are required to work in pairs to learn about famous and common individuals, including Andrew Carnegie, Samuel Gompers, Susan B. Anthony, Thomas Edison, Theodore Roosevelt, Booker T. Washington, Elizabeth Cady Stanton, Joseph Pulitzer, William Jennings Bryan, Eugene Debs, Alexander Graham Bell, Frances Willard, William McKinley, Jane Addams, John D. Rockefeller, Mother Jones, Henry Ford, William Randolph Hearst, coal miners, and immigrants. After completing their research, participants present their information to the whole class, and then break into smaller groups to discuss their figure's role in specific areas like education, suffrage, freedom of the press, labor and labor unions, and immigration policy. The student guide provides detailed instructions and contains a list of resources, including Web sites. The teacher's guide ties the lesson to California state standards and provides suggestions on how to conduct and evaluate the activities. (RJC)

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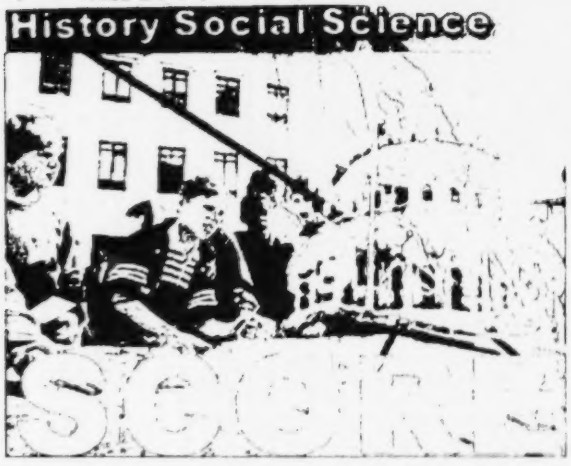

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

The Turn of the Century

10th Grade Lesson by Dede Bartels

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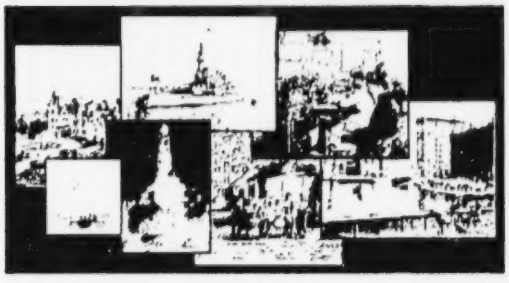
The Turn of the Century



The turn of the century was a time of amazing growth and change for America. The face of the entire world was changing and America was at the heart of the change. Invention, experimentation, industry and innovation were the hallmarks of the turn of the century. These and the personalities of the people who created them transformed America into the diverse melting pot that it has become.

View Teacher Notes

The Task

You are a historical person from the turn of the century. You have been invited to attend a celebration for the President of the United States, William McKinley. A fancy tea will be held in the president's honor at the Waldorf Astoria Hotel in New York City on December 2, 1900.

In order to show the variety of supporters the president has, the organizers of the tea have invited a wide cross-section of society. Along with many of the famous writers, inventors, industrial mogols and politicians of the time, many suffragettes and common workers will be in attendance as well.

As a guest, you have been instructed to stand and introduce yourself. Your introduction will not only tell about who you are, but also what you believe in. Briefly explain what issues you think the President should address, the current national problems, the causes of those problems and the possible solutions you recommend.

After the introductions are complete, the various groups at each table will have a discussion over tea. Table discussion topics will be located in the center of each table. Discussing these topics will give each small group a chance to ask questions of the other guests as well as defend or reconsider their positions on the topics. Remember, the people you are having tea with are some of the most influential figures of the turn of the century. These people have the power to influence the future of America and they may be the key to getting what you want.

The Process

Your teacher will allow you to draw the name of the figure you will portray out of a hat. You may randomly draw the actual person or the historical person's aide or companion. Before you are able to assume the character of that historical person, you must first research his/her life and beliefs.

If you are an aide or companion to a historical figure, you must complete the same research as you would if you were the actual person. The historical figure and the aide or companion will partner up and do the research together. The historical figure and the aide or companion will give separate introductory speeches but will work together to support each other's points later in the conversations at the tables.

Here are some good general history sites to get you started:

Library of Congress Turn of the Century Historical - http://lcweb2.loc.gov/ammem/amhome.html
The Constitution of the United States - http://www.law.cornell.edu/constitution/constitution.overview.html
The Bill of Rights - http://Constitution.by.net/uSA/BillOfRights.html

Here are some guide questions to help you stay focused on your historical character:

My name is _____
I am _____
Some people think I am _____
I am certain _____
I want _____
I say _____
I believe _____
I am _____
The Constitution and The Bill of Rights support my beliefs because _____

Resources

Here is a listing of the table groups along with some very helpful sites for gathering information on your historical figures:

TABLE 1

Andrew Carnegie
http://www.clpgh.org/exhibit/carnegie.html
http://home.ican.net/~fjzwick/ailtexts/carn0898.html
http://home.ican.net/~fjzwick/ailtexts/carn02.html
Samuel Gompers
http://home.ican.net/~fjzwick/ailtexts/gompers.html

immigrants
http://h-net2.msu.edu/~shgape/bibs/immig.html

Susan B. Anthony
http://inform.umd.edu/Pictures/WomensStudies/PictureGallery/anthony.html

Thomas Edison
http://edison-ford-estate.com/ed_bio.htm
http://www.hfmgv.org/histories/edison/tae.html

TABLE 2

Theodore Roosevelt
http://205.185.3.2/presidents/nbk/bios/26proos.html

Coal Miners
http://www.cohums.ohio-state.edu/history/projects/Lessons_US/Gilded_Age/Coal_Mining/defau

Booker T. Washington
http://www.san.beck.org/BTW.html

Elizabeth Cady Stanton
http://cyberschool.4j.lane.edu/people/faculty/layton/CyberCraft/Projects/Completed/MenWomen.
http://www.randomhouse.com/ballotbox/why.html

Joseph Pulitzer
http://www.pulitzer.org/history/

TABLE 3

William Jennings Bryan
http://www.grolier.com/presidents/ea/side/bryan.html
http://www.c7p.com/screen/bryan/

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Eugene Debs
http://www.igc.apc.org/laborquotes/debs.html

Alexander Graham Bell
http://www.gulker.com/gulker/preso/bell.html
http://jefferson.village.virginia.edu/~meg3c/id/albell/homepage.html

Frances Willard
http://www.glue.umd.edu/~cliswp/Bios/fwbio.html

TABLE 4

William McKinley
http://www.cc.columbia.edu/acis/bartleby/inaugural/pres40.html
http://205.185.3.2/presidents/nbk/bios/25pmcki.html

Jane Addams
http://home.ican.net/~fjzwick/ailtexts/addams.html

Child Labor
http://www.history.ohio-state.edu/projects/childlabor/cottondress/
http://www.history.ohio-state.edu/projects/childlabor/mrcoalsstory/

John D. Rockefeller
http://www.gms.ocps.k12.fl.us/biopage/n-s/jdrockefeller.html

TABLE 5

Mother Jones
http://www.igc.apc.org/laborquotes/strikes.html
http://www.igc.apc.org/laborquotes/mjones.html

Rise of Industry
http://www.marshall.edu/history/mccarthy/hst331/lecture/INDUST.1

Henry Ford
http://edison-ford-estate.com/ford_bio.htm
http://www.hfmgv.org/histories/hf/henry.html

William Randolph Hearst
http://www.hearstcorp.com/ah8.html

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Introduction Speech

Once you have thoroughly researched your historical character, you are ready to prepare your introduction speech. Be sure your speech is clearly written and organized. Keep it to 5-7 minutes.

Try to use primary sources and original quotes whenever appropriate in your introductory speech. You may use any visual aid in your presentation, such as a chart, graph, or poster. Try not to make it too bulky because you are presenting at a tea.

If you are an aide or a companion to the historical figure, you must also introduce yourself and work with your historical figure to interject information or point out specific points and issues.

Table Topics

The table topics are located in the center of the table. Ask each question of the entire table and give each person one - two minutes to respond. To be sure that each person at the table responds to the topic, select one person to take notes in writing of who is responding! In addition, your teacher will walk around to evaluate the table topic discussions. Here are the topics:

- Education
- Suffrage
- Freedom of the Press
- Labor and Labor Unions
- United States Immigration Policy

Learning Advice

Attending the tea in costume will help you "get into" the character. As you research your historical figure, take notes on the clothing and appearance of people.

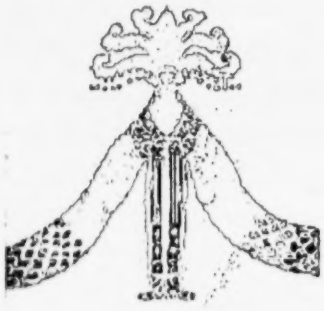
Be sure to look at the evaluation section of this activity so you are aware of what you will be specifically evaluated on.

Here are some helpful hints when giving your speech:

- Start with an interest grabbing or controversial statement which represents the view of your character.
- Be sure to speak clearly.
- Make good eye contact with your audience.
- Try not to fidget with your hands or clothes.
- Stand still and try not to shift your weight from one foot to the other.

- Avoid saying "um" or "okay" in between sentences or thoughts.
- Relax!

Evaluation



The class will develop a rubric based on the following criteria:

- Clarity of the introduction and statement of the issue.
- Scope and depth of the information provided.
- Use of primary resources (quotations, visuals, documents, etc.)
- Restatement of the issues facing people in the United States at the turn of the century.
- Persuasiveness of position on the issue.
- Ability to stay in character during the oral presentation.
- Seriousness of the approach to the subject.
- Positive interaction with others in the table topics part of the discussion.

Conclusion

The turn of the century created major changes politically and socially in America. Think about the impact that the turn of the century has had on the America of today. What inventions and what thoughts do we still consider important? How did the figures of the turn of the century change the way we think and live today?

Reflection

- Think about the major issues that faced America at the turn of the century?
- As we approach the turn of another century, have these issues been addressed?
- What are some of the new issues that America faces in the turn of the new century?
- What issues have been carried over?
- Do you think we can solve these complex social issues by the turn of the next century?
- Can you predict what issues we still might be facing or what some new issues might be?

Turn of the Century - Teacher Notes

Grade Level/Unit: Grade Eight: United States History and Geography:
Growth and Conflict: The Rise of Industrial America

H/SS Content Standards:

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:

1.patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map

2.the reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization

3.how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies

4.entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford)

5.the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement)

6.child labor, working conditions, laissez-faire policies toward big business and the leaders of (e.g., Samuel Gompers) and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions

7.the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism

8.the characteristics and impact of Grangerism and Populism

9.the significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)

Historical and Social Science Analysis Skills 6-8

Research, Evidence and Point of View

5. students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives)

Historical Interpetation

1. students explain the central issues and problems of the past, placing people and events in a matrix of time and place

Purpose of Lesson:
This activity is designed to help students gain an understanding of the history of the turn of the century in America. Students will develop an understanding of the various people and viewpoints that helped shape America. This lesson focuses on the different figures of the time and the different beliefs that often created conflict both socially and politically.

Length of Lesson:
This activity was designed for one hour per day for one week. This activity is highly adaptable in length depending on how in depth you would like the research to be.

Teacher Materials:
Students will use a variety materials and resources including:

- Internet Access
- paper, pencil and markers
- tables decorated for a fancy tea
- bring actual tea and cookies to help the students "get into" their roles
- 4X5 cards with the table topics should be placed in the center of each table
- have students draw the names of the historical figures out of a hat - in order to be sure that there is a name for each student in the class, add aides or companions to the figures until you have enough roles for each student in the class to participate

Interdisciplinary Connections:

- **English/Language Arts:** Students could write formal persuasive speeches. Reading any novel by Charles Dickens would also be highly appropriate.
  Science: Students could research and recreate some of the inventions of the time, such as the telephone, gramophone, and the light bulb.
  Visual/Performing Arts: Students could learn the elements of a formal tea as well as creating accurate turn of the century costumes. Students could research and practice the manners and common social practices of the turn of the century. Students could study influential artists of the time like Winslow Homer and Erte.

Adaptations to Special Needs:

The easiest way to adapt this lesson to students with various needs is to allow students to research the figures using Compton's on-line encyclopedia. The information is much more concise and easier to understand.

Background Information and Additional Teacher Resources: Refer to the Extension Activities and the Resources section of the student activity for further resources.

Credits:

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